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ABSTRACT

Part of a 13-volume series designed to be used as a group inservice or a self-learning system to train school administrators and counselors for their role in career education, this third section (8.3) of module 8 consists of readings and four activities to assist counselors in preparation for their role as coordinators of school and community resources. (Module 8 is one of six modules for administrators and four for counselors developed in Phase IV of a five-phase career education project in Hawaii. The first two are common while the balance are specific to either counselors or administrators.) (TA)

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CAREER EDUCATION

ADMINISTRATORS AND COUNSELORS

IMPLEMENTATION MODEL

PHASE IV, HAWAII CAREER DEVELOPMENT CONTINUUM PROJECT

"Comprehensive Staff Development Model for Delivery of Career Development System for the Public Schools of Hawaii"

MODULE VIII--IMPLEMENTATION
(8.3) INTEGRATION OF COORDINATION OF SCHOOL AND COMMUNITY RESOURCES

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College of Education, University of Hawaii
Office of Instructional Services, Department of Education
State of Hawaii

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FINAL REPORT

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Hawaii Career Development Continuum, K-14

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PROJECT OVERVIEW

The overall plan for the development of Career Education in the state of Hawaii was conceived as the Hawaii Career Development Continuum Project. To date the continuum consists of the following phases:

PHASE I (1972) - Development of a Continuum for Career Development K-12.

PHASE II (1972-73) - Development of Curriculum Guides K-12 and an ETV series for grades 4-6.

PHASE III (1974-75) - Development of teacher education models and training of teacher cadre, etc.

PHASE IV (1975-76) - Development of model and materials for counselors and administrators.

As can be seen, Phase IV was designated as the training component for administrators and counselors.

The initial segment of Phase IV was to develop a model to characterize the training procedures. The next task was to collect and/or develop a set of materials for each module of the training program. The initial set of materials is designed to present the administrators and counselors an opportunity to seriously examine Career Education and its implications for their institutional roles. The balance of the materials tend to focus on the various administrative functions which affect implementation of Career Education.

The series of documents comprise the materials for an in-service program for a variety of administrative positions at the school and district level. There is a certain flexibility since the materials are designed to be used as a group inservice or a self-learning system.

Program Organization

There are six (6) modules for administrators, four (4) for counselors in the phase. The first two are common while the balance are specific to either counselors or administrators. The modules are:

Module I--Information

Module II--Orientation

Module III--Teacher Information and Orientation for Administrators

3.1 Identify Change Strategy

Module IV--Planning

4.1 Develop Plans for Curriculum Preparation and Infusion

4.2 Plans for Resource Allocation

4.3 Plans for Scheduling

4.4 Plans for Community Involvement

Module V--Implementation

5.1 Supervision of Teaching

5.2 Curriculum Evaluation

Module VI--Evaluation of Career Education (Administrator)

Module VII--Develop and Implement Needs Assessment

Module VIII--Implementation

8.1 Preparation and Evaluation of Counselor Material

8.2 Consultation to School Personnel

8.3 Integration of Coordination of School and Community Resources

Each module has a similar format. A short introduction provides an overview of the material to be covered, and a set of goals which are to be addressed in the module. In the common modules a time frame and a description of the materials are suggested for use with each goal statement.

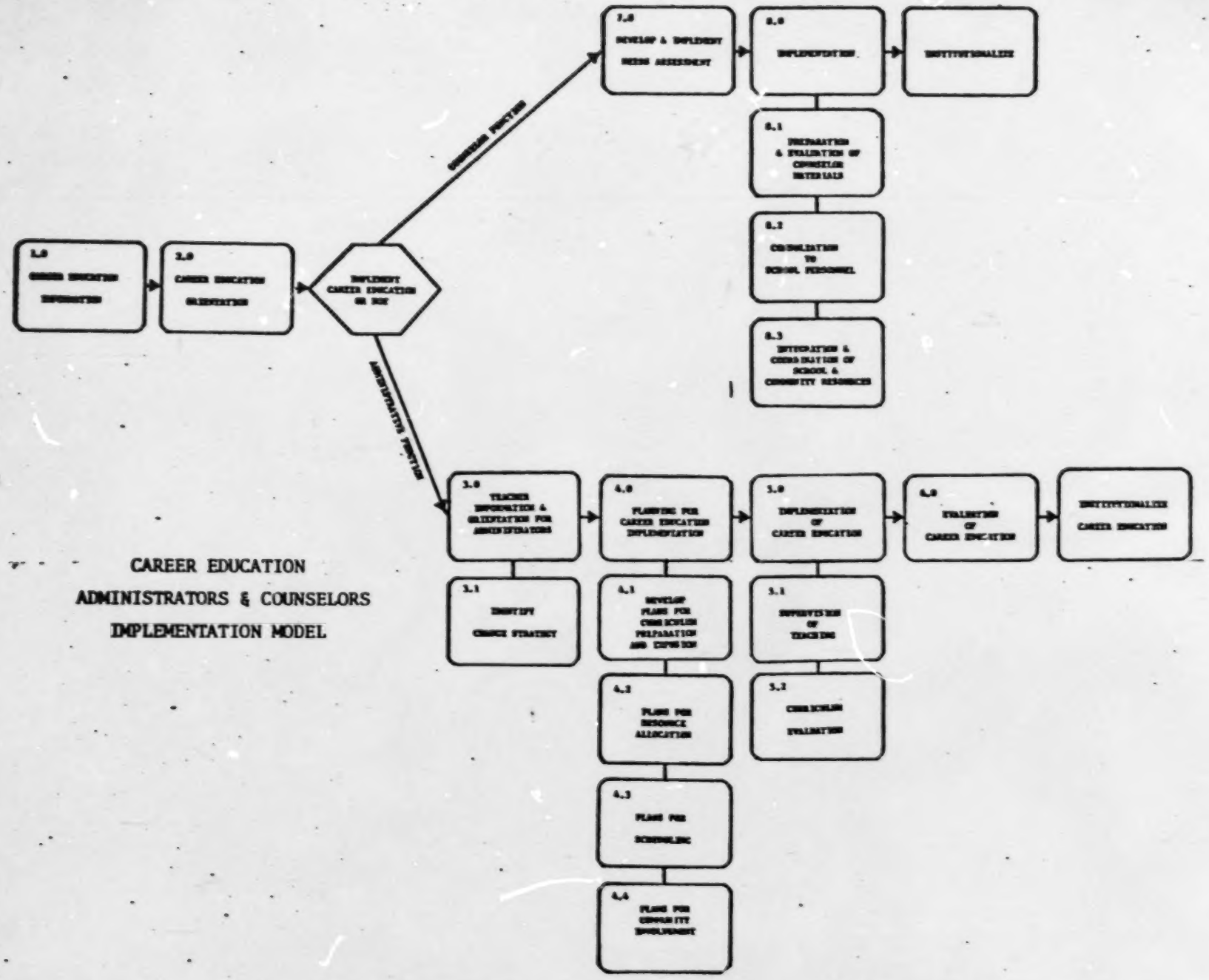
In the administrator and counselor specific modules a lesson format is suggested, since the use of these materials may vary widely from situation to situation.

In addition, there are specific comments for use by a workshop facilitator, instructor, etc., for those lessons where such teaching suggestions are appropriate. Several of the modules contain simulations or other learning activities to reinforce the appropriate goal statement.

Each module has supplementary readings which can be duplicated and handed to the participants either prior to or during the workshop. When there is a time frame for a module, the estimated time has included a period for perusal of the article during the workshop. If the materials are read in advance, the time estimates should be adjusted accordingly. A bibliography is also attached for those modules where it is appropriate.

Again, it should be noted that this set of materials is a guide to training administrators and counselors in the implementation of career education. It is not a prescription which should be followed unwaveringly. Some modules may be inappropriate for certain groups. It is the responsibility of the workshop facilitator to consider the individual differences within and between groups and to gauge the presentations accordingly.

It should further be noted that this implementation program is based upon the notion that there will be a time span between the end of one module and the beginning of the next. Since the entire program would take twenty to thirty hours at a minimum, and given the workshop regulations of the Department of Education, that would be a logical supposition.



CAREER EDUCATION
ADMINISTRATORS & COUNSELORS
IMPLEMENTATION MODEL

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ACKNOWLEDGMENT

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IMPLEMENTATION MODULE

Integration and Coordination of School and Community Resources

The Coordination Module for career education consists of suggested readings and activities to and the counselors in preparation for their role as coordinators of school and community resources. The information presented is for the general use of all involved with career education. The lessons are suggestions and the counselor should feel free to modify these suggestions according to the career education needs of the particular school.

Current trends indicate that counselors are becoming more involved and committed to career education throughout the nation. Counselors have found that with a reorganization of priorities, with a reallocation of time, and with a redefinition of counselor role and function, they have been able to implement career education programs and at the same time fulfill their many other counseling responsibilities. The inclusion and infusion of career education into the counseling repertoire will mean that a counselor will also choose to become a teacher of teachers, an occupational and educational specialist, and a coordinator of community resources.

The inclusion of the coordination function as part of the counselor's role places the responsibility of integrating and coordinating the resources of the school and community on the counselor. To implement this role, the counselor-coordinator needs to possess a complete knowledge of both the school and community environments and also demonstrate the ability to fuse the two environments into a functioning relationship. The limits of this coordinated relationship is a function of the counselor-coordinator's limits. If the philosophy espoused by the coordination limits the activities of youth to the environment within the walls of the school, then it is likely that career education will also remain within this limited territory. If, however, career education as defined by the counselor-coordinator includes the space within the school walls as well as the involvement of the community, then the reality of the school environment can become infused with the reality of the involved community-at-large. This results in a more relevant occupational and educational reality which will benefit the ultimate consumer of this fusion--today's students who will be prepared for tomorrow's world of work. If career education is to assist young people in attaining the four major goals of career development of the Hawaii Career Development Continuum: self-realization, economic efficiency, social relationships, and civic responsibilities, then it is imperative that well-selected administrators and counselors literally remove the physically visible walls and the psychological invisible walls that encapsulate a school to allow for the free flow of students and teachers into the community. There should also be opportunities for an equally important flow of the community-at-large into the schools.

After the completion of this module, the reader should:

1. Be able to understand the coordination role of the counselor in career education.

2. Be able to provide professional coordination services to the school and community.

Lesson 1

Content

The school cannot claim success by merely responding to the ever-changing needs of a rapidly changing society. The school alone cannot identify all the needs necessary to fulfill the goals of career education nor can the school alone determine the best methods of achieving these goals. Furthermore, the school alone cannot provide all the necessary resources. The community must be actively engaged with the school in the development and implementation of career education. Thus, the need for better coordination between school and community is urgent.

This need has led to the evaluation of the counselor-coordinator role. Historically the counselor has coordinated such activities as pupil appraisal activities, orientation activities, placement activities, occupational and educational information services, use of community resources and other activities vital in the overall counseling of youth. In addition, the counselor performs many other duties which are archaic or practiced with minimal commitment. In time, the counselor will be relieved of those non-vital coordinating functions traditionally assigned to that position but truly not a part of it. This will allow the counselor in career education to devote the time and effort necessary to coordinate school and community resources.

However, the final authority and responsibility for the coordination of all school and community resources rests with the principal. The principal can delegate this responsibility to an experienced counselor who would report directly to the principal and who would be responsible for the planning, organizing, developing, and coordinating of all school-community activities. Therefore, any or all career education projects involving community resources should be coordinated through and with this counselor.

To reiterate, the counselor-coordinator will be called upon to plan, organize, motivate, and direct the development and integration of school and community resources to the extent that is necessary to implement the goals of career education. These functions require that the coordinator develop managerial and organizational skills as well as counseling and consulting capabilities. Further, the counselor-coordinator must demonstrate expertise in interpersonal and communication skills. This person must also have a realistic grasp of the school's needs and priorities and a firsthand knowledge of the vast national, state, county, and local resources. The counselor-coordinator must be able to integrate and coordinate the needs, priorities, and resources in order to plan and expedite career education information to students and teachers where and when it is needed. The counselor must also have administrative support and corresponding authority to insure a successful program. Most importantly, the counselor-coordinator must coordinate the work efforts of others involved in career education. The counselor needs this cooperation.

There are other resources to assist the counselor-coordinator. One example is to establish a general advisory council which can formulate strategies for

the successful implementation of career education. This is also one way of involving the community. The council membership can include teachers, students, private and public employers, parents, and others who are committed to the concept of career education. In general, the council should represent the local community. After its formation, the council's first order of business should be the development of procedures for disseminating current and accurate career education information. This data could be shared with the general public through such media as television, radio, newspapers, newsletters, magazines, advertisements and any other available methods.

Another example of developing assistance for the counselor-coordinator is to compile a list of community volunteer resources such as on-the-job trainers, field trip supervisors, tour guides who could function as aides in the classroom or in the field. These aides would be trained by the coordinator on teaching techniques such as role playing, interviewing, discussion, etc. to assist in the promotion of career education concepts.

In addition to these examples, the counselor-coordinator with the career education advisory council can develop creative approaches uniquely designed for the integration and coordination of school and community resources in Hawaii.

Activity 1

The Involvement Process

TASK: Describe the process for involving your particular community in local career education efforts.

Activity 2

The Process of Coordination

TASK: Develop a flow chart of the specific steps you would take to integrate and coordinate the career education needs of your school with the resources of your community to insure successful implementation.

Activity 3

Coordinating a Career Education Advisory Council Meeting

This exercise will provide the counselor-coordinator with an opportunity through role playing to chair a Career Education Advisory Council meeting.

Directions: The instructor will form a group of 6 to 8 students and assign roles to each of the group members, i.e., a dynamic advertising executive, a guidance teacher, etc. A counselor-coordinator will be selected and a career education problem proposed. Allow 30 minutes for the Council meeting. Invite class reaction as well as Council's reations. After discussion, another situation with other students can be developed. More reactions should follow and be encouraged.

Activity 4

The Coordination Function

This exercise will provide the counselor-coordinator with an opportunity to teach another potential coordinator the coordinating function.

Directions: Form dyads with one student assigned the role of counselor-coordinator and the other the observer. The instructor will provide each dyad with a potential coordinator who was not a member of the class. The counselor-coordinator's task is to teach the potential coordinator the coordinating function within the hour alloted for the interaction. At the end of 60 minutes, the observer can question the potential coordinator about the strengths and limitations of the counselor-coordinator as well as feedback personal observations about the counselor-coordinator's ability to teach the coordinating function, ability to counsel, ability to present occupational and educational information, and ability to assimilate all other career education information pertinent to the interaction. Allow sufficient time for feedback. If available, video-taping the interaction followed by immediate playback and feedback would expedite the learning process. Each student should be given the opportunity to be the counselor-coordinator with a different potential coordinator.

READING

HAWAII CAREER DEVELOPMENT CONTINUUM--K-14

AND

THE CDC CAREER EDUCATION ADMINISTRATORS AND COUNSELORS IMPLEMENTATION MODEL

The counselor in career education should at this point have studied the Hawaii Curriculum Development Continuum and Modules 1, 2, 7, 8.1 and 8.2 of the CDC Career Education Administrators and Counselors Implementation Model. The counselor should also have a working knowledge of Modules 3, 4, 5, and 6 of this latter project.

The responsibility to digest the above information rests with the counselor in order that this Module, 8.3, Integration and Coordination of School and Community Resources, can be successfully implemented.